**U N I V E R S I T Y O F Y O R K**

**TEACHING COMMITTEE**

**Annual Programme Review (APR)**

**Individual Programme Review for the Academic Year 2018/19**

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| --- | --- |
| **Department** | *Name* |
| **Programme Title** | *Name* |
| **Programme Leader** | *Name* |
| **Other staff and (their roles) consulted to compile this review** | *Name(s)* |
| **Did students on the programme contribute to the compilation of this form?** Please briefly detail any student contribution | *Y/N (delete as appropriate)* |

**This form should be completed by the Programme Leader. Please see guidance notes at the end of the pro forma for prompts on the content of this Individual Programme report**

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| **Please comment below on what has gone well in the programme(s) during the academic year under review, any significant challenges faced by the programme team, and how those challenges were / will be addressed.** |
| *What has gone well?*  *What significant challenges or major risks has the programme(s) faced?*  *How were the challenges / risks addressed, or how will they be addressed?*  *Indicative length: no more than the equivalent of 1 full side of A4. The guidance notes appended to this form provide some indicative content.* |

**ANNUAL PROGRAMME REVIEW: GUIDANCE NOTES FOR DEPARTMENTS ON PROGRAMME LEVEL FORM**

The following guidance notes provide advice to departments and Programme Leaders on how to complete the Programme-Level form. There are separate guidance notes on the purpose of the Annual Programme Review process and the completion of the departmental-level form, appended to that form.

**Completion of the Individual Programme pro forma**

The Individual Programme pro forma captures at the level of each individual programme of study (or cluster of related programmes) key strengths, challenges, concerns and good practice, in order to inform the Department level APR report. The completed forms are to be used to inform the Departmental-level APR report prepared by the Board of Studies.

Chairs of Boards of Studies are responsible for determining the internal deadline for submission of the Individual Programme pro formas from each Programme Leader (PL) to ensure that they can be reflected on in suitable time by colleagues and student representatives to feed into the department-level face-to-face APR meeting.

* Each individual PL should complete the pro forma reflecting and reporting on the delivery of ‘their’ programme(s) during the academic year.
* Where an individual PL is responsible for more than one programme *and* where the programmes are similar in nature, the Department may wish to complete a single pro forma for these programmes, ensuring that any nuances between them are captured clearly.
* It is otherwise expected that each distinct programme will have its own pro forma for consideration as part of the Departmental APR.
* As a general rule, taught postgraduate programmes should be considered on separate forms to undergraduate; and combined programmes on a separate form to single-subject.
* For combined programmes, where the PL is a member of staff based in the department they should complete the pro forma for that programme as part of the department’s APR, *in consultation with* appropriate colleagues from partner departments who may wish to raise any concerns or areas of good practice themselves in their own department’s APR.

A proportionate approach should be taken to the completion of the pro forma, that is, the PL should:

* involve those colleagues within the programme team or wider department(s) that are well-placed to comment on the questions asked;
* involve the student body (e.g. the Course Reps) as required to have a suitably informed, rounded perspective of the programme’s delivery;
* report *by exception* on key, significant issues and activities pertinent to answering the questions;
* complete the pro forma in the context of the stage of development of the programme in terms of alignment with and embedding of the principles of the York Pedagogy (where relevant, references to Pedagogy enhancement plan implementation should be made).

Indicative content: PLs may wish to comment on the following:

* initiatives to improve the student experience, for instance in relation to assessment, feedback, staff-student contact, student independent work, employability;
* student outcomes (employability data, withdrawal and progression rates, classification data) and other student experience data (e.g. NSS, module and programme evaluation);
* issues raised by students / student representatives or changes made in response to student feedback;
* successes or challenges in relation to, for instance, student engagement, governance, organisation, relationships with partner departments (for combined programmes), embedding of the role of Programme Leader in the Department.